

Daily Lesson Plan

Course Name: English as a Second Language ESL Level 5		Course Code: ESLEO
Grade Level: 9 – 12	Duration: 3 hours	Lesson No: 17
Unit 4: Call the Doctor?		Topic: Illness and injury

Overall Expectations

Reading:

- 1. Read and demonstrate understanding of a variety of texts for different purposes.
- 3. Use a variety of strategies to build vocabulary.

Writing:

- 3. Use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation.

Socio-cultural competence and media literacy:

- 1. Use English and non-verbal communication strategies appropriately in a variety of social contexts.

Specific Expectations

- Reading a Variety of Texts: 1.1 read a wide variety of authentic texts of increased complexity on a range of topics.
- Word Recognition Strategies: 3.2 use knowledge of a wide variety of patterns of word structure and derivation to determine the meaning of unfamiliar words after reading to understand texts.
- Grammatical Structures: 3.1 use correctly the grammatical structures and conventions of written English appropriate for this level.
- Register: 1.1 determine and use the appropriate language register in social and classroom contexts of all types.

Learning Skills & Work Habits

- Collaboration and self-regulation: to work in pairs to interchange information, respecting turns and listening to others with attention.
- Organization and Independent Work: to follow instructions and complete activities within the time assigned, as well as to politely ask for more time if needed.

Learning Goals

Today you will:

- Read, understand, and talk about a quiz on first aid.
- Identify and apply vocabulary related to illnesses and injuries.
- Recognize and produce correct words stress, and the sounds /s/, /dʒ/, /tʃ/ and /k/.
- Apply present perfect simple and continuous.

Success Criteria

By the end of this lesson I can:

- Take a quiz and talk about its results.
- Listen and repeat the sounds /s/, /dʒ/, /tʃ/ and /k/ in isolation and sentences, and recognize common words that contain them.
- Complete a conversation and write sentences with the correct present perfect simple and continuous form.

Materials and Resources	
<ul style="list-style-type: none"> - <i>American English File 4</i> by Christina Latham-Koenig and Clive Oxenden. - Projector. - Speakers. - Moodle. 	
Lesson Structure and Activities	
Timing (minutes)	Lesson
20	<p>ICEBREAKER + ATTENDANCE</p> <p>Warm-up question (<i>bell work</i>)</p> <ul style="list-style-type: none"> - Using the <i>think-pair-share</i> strategy, students read and write a quotation on the whiteboard, talk about it with a partner and then share their answers with the class. - The teacher provides feedback related to the use of vocabulary, grammar, and pronunciation. - Finally, the T marks attendance.
20	<p>CHECKING VOCABULARY</p> <ul style="list-style-type: none"> - Sts look at the highlighted words from the text and identify their meaning according to the context (text and images). - Check their predictions using a dictionary, - Check pronunciation and grammatical categories.
20	<p>QUIZ: MEDICAL EMERGENCIES</p> <ul style="list-style-type: none"> - Sts read and answer the quiz. - Check their results reading the text ‘First aid quiz’.
30	<p>PRONUNCIATION + SPEAKING</p> <ul style="list-style-type: none"> - Sts guess the sounds following the images that contain them. - Check their predictions with the T. - Listen and repeat the words. Check the writing patterns of words that contain those sounds. - Word stress: listen to a recording and underline the stress in words. - Read and answer the short quiz. The sts talk about their answers.
15	BREAK
70	<p>GRAMMAR: PRESENT PERFECT SIMPLE AND CONTINUOUS</p> <ul style="list-style-type: none"> - Sts listen to a conversation and mention: 1) the symptoms patients have and 2) the doctor’s suggestions. - Listen again and fill in the blanks with the correct form of the present perfect. - Listen to a new recording and talk about the doctor and nurse’s opinion on the patient. - Read and analyze sentences. - In pairs, they use the prompts provided to orally ask and answer questions using 1) the present simple or continuous, or 2) the present perfect simple or continuous.
20	<p>CLOSING</p> <ul style="list-style-type: none"> - The T checks the questions on the whiteboard. - The sts write the questions on their notebooks. - The sts talk about the difference in meaning between present simple and continuous, and present perfect simple and continuous.
Assignment AS learning / Homework	

- Complete the homework given by the teacher, available on Moodle.

Teacher's Reflections

- Correct the use of vocabulary and pronunciation when sts speak.
- Provide enough time for speaking activities.
- Be explicit about the times expected for the sts to complete the writing process.
- Always reinforce the idea of recognizing mistakes as a natural part of the learning process and use it as part of the feedback.

The Erindale Academy Daily Lesson Plan Unit 4 and Lesson Plan 17

Assessment Strategies		
For Learning	As Learning	Of Learning
<p style="text-align: center;">Student product:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Diagnostic tests <input type="checkbox"/> Practice quiz <input type="checkbox"/> Pop quizzes <input type="checkbox"/> Homework <input type="checkbox"/> Class notes <input type="checkbox"/> Peer feedback <input type="checkbox"/> Practice questions <input type="checkbox"/> Practice tests <p style="text-align: center;">Observation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Class discussions <input type="checkbox"/> Peer feedback <p style="text-align: center;">Conversation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Small group discussions 	<p style="text-align: center;">Student product:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learning logs <input type="checkbox"/> Self-assessment sheet <input type="checkbox"/> Homework <p style="text-align: center;">Self-analysis sheet</p> <p style="text-align: center;">Peer-analysis sheet</p> <p style="text-align: center;">Observation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whole class discussions <input type="checkbox"/> Group discussions <p style="text-align: center;">Conversation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Small group discussions <input type="checkbox"/> Pair work 	<p style="text-align: center;">Student product:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assignments <input type="checkbox"/> Tests <input type="checkbox"/> Exam <input type="checkbox"/> Case studies <input type="checkbox"/> Business report <p style="text-align: center;">Observation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student-led discussion/debate <input type="checkbox"/> Presentation <p style="text-align: center;">Conversation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Performance tasks <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Question and answer session
Lesson Tools		
<p>Direct Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Structured overview <input type="checkbox"/> Lecture <input type="checkbox"/> Compare & contrast <input type="checkbox"/> Socratic method <input type="checkbox"/> Demonstrations 	<p>Indirect Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Problem solving <input type="checkbox"/> Case studies <input type="checkbox"/> Reading for meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective discussion <input type="checkbox"/> Writing to inform <input type="checkbox"/> Concept formation <input type="checkbox"/> Concept mapping <input type="checkbox"/> Concept attainment 	<p style="text-align: center;">Instructional Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explaining <input type="checkbox"/> Demonstrating <input type="checkbox"/> Questioning
<p style="text-align: center;">Interactive Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> PowerPoint <input type="checkbox"/> Video clip <input type="checkbox"/> Debates <input type="checkbox"/> Role playing <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer partner <input type="checkbox"/> Learning/analysis <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory groups <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Groups <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem solving <input type="checkbox"/> Conferencing 	<p style="text-align: center;">Independent Study</p> <ul style="list-style-type: none"> <input type="checkbox"/> Essays <input type="checkbox"/> Computer assisted instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning activity packages <input type="checkbox"/> Correspondence lessons <input type="checkbox"/> Learning contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research projects <input type="checkbox"/> Assigned questions <input type="checkbox"/> Learning centers 	<p style="text-align: center;">Experiential Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Field trips <input type="checkbox"/> Conducting <input type="checkbox"/> Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Story telling <input type="checkbox"/> Focused imaging <input type="checkbox"/> Field observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model building <input type="checkbox"/> Surveys <input type="checkbox"/> Case studies